DOCUMENT RESUME

ED 156 324 PS 009 967

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TITLE	Report of the Child Care Training Needs Assessment.
INSTITUTION	Kansas State Univ., Manhattan. Dept. of Family and Child Development.
SPONS AGENCY	Kansas State Dept. of Social and Rehabilitation Services, Topeka.
PUB DATE	May 78
NOTE	48p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Agency Role; Child Care Centers; *Child Care Occupations; *Child Care Workers; *Day Care Services; Family Day Care; *Needs Assessment; Questionnaires; Resource Materials; Staff Improvement; State Agencies; State Federal Aid; State Surveys; *Training Objectives; Workshops
IDENTIFIERS	Kansas

ABSTRACT

The findings of a day care training needs assessment survey conducted in the State of Kansas by the Day Care Training Systems Project comprise the body of this report. Questionnaires were distributed to child care providers and agency personnel with child care responsibilities. Child care providers included both family and center providers, while agency personnel included staff from the Department of Social and Rehabilitation Services and the Kansas State Department of Health and Environment. The results of the survey indicated a need for resources and training for child care providers in the state including family day care home providers, relative providers and child care center providers. An interest in attending a workshop for child care providers was also indicated, and providers and agency personnel rated the following workshop topics as most important: The Day Care Professional, Discipline and Guidance, Children in Families with Separation, Divorce, Physical and Emotional Disturbances, Child Abuse and Neglect, Building the Child's Self-Concept, First Aid, Creating a Safe and Healthy Environment, Development of the Preschool Child, Children's Play as a Learning Experience, Identifying and Caring for the Child with Special Needs, Relationships with Parents, Parental Roles and Responsibilities, Preparing, Serving and Planning Nutritious Meals and Snacks, Planning and Organization, and Activities and Daily Schedule. Copies of the survey instruments are included in appendix A. (Author/CM)

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Report of the

Child Care Training Needs Assessment

produced by the

Day Care Training Systems Project

funded by the

Kansas State Department of Social and Rehabilitation Services

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May, 1978

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PS 009967

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NEEDS ASSESSMENT REPORT
Day Care Training System Project

Introduction

As an early step in the development of the Day Care Training System under a grant from the Kansas State Department of Social and Rehabilitation Services a child care training needs assessment was conducted throughout the state of Kansas. Questionnaires were distributed to both child care providers and agency personnel with child care responsibilities. Included among the child care providers were both family and center providers. The agency personnel included staff from the Department of Social and Rehabilitation Services and the Kansas State Department of Health and Environment. The findings of the survey comprise the body of this report.

Background

A child care training needs assessment was an early step in the proposal submitted to the Kansas State Department of Social and Rehabilitation Services (SRS). Based in part upon the results of the needs assessment survey, the Day Care Training System was to be developed. The training system is to be composed of three major components including a child care manual, audio-visual materials, and a manual for workshop leaders. The child care manual is currently titled Caring for Children Today, A Guide for Child Care Providers. The manual has been used in workshops this spring and is being evaluated for revision in a second draft to be completed this summer (1978). The audio-visual materials and workshop leader guide are under development at the present time. The entire package is designed to be placed in Social and Rehabilitation Services area offices for use in child care workshops led by S.R.S. or other staff.

Survey Procedure

The composition and distribution of the survey was keyed to the different populations which were being covered. The agency survey was oriented toward the Department of Health and Environment (H&E) and to the Department of Social and Rehabilitation Services workers. In both departments the state-level personnel designated the people who were to receive the surveys. These were generally sent to those individuals across the state who are involved in the inspection and licensing of child care facilities including family day care homes, group child care centers, and homes with relative providers. Surveys were sent to all seventeen S.R.S areas within the state and to county health nurses. A total of approximately 210 surveys were sent to agency personnel and 120 were received in time for inclusion in this analysis and report. Seventy-two surveys were received from S.R.S staff and 39 from Health and Environment staff. Agency data was received from 63 different counties in Kansas including all 17 S.R.S state areas.

The provider questionnaire was sent to a random sample of licensed child care providers in the state of Kansas. These included family day care home providers, small and large child care center providers and relative home providers. Approximately 330 provider surveys were sent out and 109 provider surveys were received. These surveys represent all 17 S.R.S areas and 42 counties in Kansas.

All surveys included a cover letter explaining the purposes of the project and embodying the informed consent information. The surveys ere anonyous and no names or other identification was requested from the respondents. Copies of the survey instruments are included in Appendix A.

Survey Results

The results of the needs assessment survey is presented in two sections.

The first presents the results of the provider responses and the second presents the results of the agency staff responses.

Section One - Provider Responses

One-hundred-nine surveys were returned by child care providers including day care home providers (56%), small child care center providers (3%), large child care center providers (more than 10 children) (40%) and relative home providers (1%). These providers have between zero and thirty-two years of experience in child care with an average of 5+ years of experience. A majority of the providers (66%) have attended at least one workshop for day care providers, but a significant number have not (36%). Only 43% of the family day care home providers reported attendance at a workshop in contrast to 75% of the center respondents. Eighty-eight percent indicated interest in attending a workshop for child care providers in the survey. There seems to be some disagreement in the length of the total child care workshop program with 34% preferring a 6 hour program and 38% preferring a program of 3 hours or less. Most (58%) preferred a group format with only 2% indicating a desire for individual consultation. A combination of group and individual formats was checked by 39% of the respondents. The special considerations considered to be important by the providers included the scheduling in terms of the time and day and the cost (33%) and also the presentation of new interesting topics in well-prepared workshops (24%). Twenty-seven percent indicated no special considerations and 8% indicated need for a family provider focus or other limitations. The preferences by time and day of week are given in Table 1.

Table 1

Day of Week and Time of Day Preferences of Child Care Providers for Child Care Workshops

(Percent of respondents choosing each option)

Day of Week	Time of Day				
	Morning	Afternoon	Evening	All Day	Afternoon-Evening
Sunday	0	0	0	0	0
Monday	3	4	27	6	0
Tuesday	1	5	30	7	0
Wednesday	3	4	24	8	0
Thursday	0	4	27	7	0
Friday	2	4	18	7	0
Saturday	6	6	43	0	1

The results clearly indicate evenings to be the prime times for workshops for these providers. Saturday appears to be the most preferred day and Sunday the least preferred day of the week for a child care workshop. Mondays through Thursdays seems to be about equally favored during the week and Friday appears to be a less preferable day of the week for a workshop.

The providers were asked if they thought it would be desireable to include both center day care providers and family (relative) day care providers in a joint training project and 61% said yes with a significant minority disagreeing (39%). When asked about their ability to hold a small group meeting in their homes about half said they could.

Providers responses to filmstrips/slides and audio cassettes and a trainee instructional notebook indicated moderate support for these components of a child care training system. The providers were also asked if they are usually able to find what they want in the way of resources and 76% said they were with the following sources checked as places they went:

Table 2

	All Providers	Homes	Centers
Social and Rehabilitation Services	40%	55%	20%
Department of Health & Environment	40%	55%	20%
Public Libraries	-51%	35%	73%
Other sources	-41%	27%	59%

Note the reliance on SRS and H&E by family day care home providers in contrast to the center providers who make more use of public libraries and other sources.

Child care training priorities were rated by the 109 provider respondents. The providers were asked to rate each of 33 child care topics listed on a five point scale ranging from 1=lowest priority to 3=moderate priority to 5=highest priority. Three additional lines were provided for the respondents to add additional topics to be considered in the need assessment.

Table Three lists the 33 topics and the state average priority given for each topic by the full provider sample in the study. In addition, Table Three also gives the priorities for each of the topics as rated separately by home and large center providers. An asterisk (*) indicates a statistically significant difference in the priorities assigned to the topic by the home and center providers at or beyond the 0.05 level of significance. The priority scale ranged from 1=lowest priority to 5=highest priority.

The topics given the highest priority ratings by the combined state sample of providers are:

- Building the Child's Self-Concept
- Development of the Preschool Child
- Discipline and Guidance
- Creating a Safe & Healthy Environment
- The Day Care Professional (Self-Improvement)
- First Aid
- Children's Play as a Learning Experience
- Relationships with Parents
- Parental Roles and Responsibilities
- Children in Families with Separation, Divorce, Phyiscal and Emotional Distrubances

The topics given the highest priority ratings by the sample of family day care home providers are:

- Development of the Preschoool Child
- Creating a Safe & Healthy Environment
- Building the Child's Self-Concept
- Children in Families with Separation, Divorce, Physical and Emotional Distrubances
- Parental Roles and Responsibilities
- Development of the Infant
- First Aid
- Child Abuse and Neglect
- Discipline & Guidance
- Preparing, Serving and Planning Nutritious Meals and Snacks

Table 3

Perceptions of Child Care Training Priorities
Combined statewide, Family Home and Center Data

	State Sample	Home	Center
Development of the Preschool Child	4.4	4.3	4.6
Development of the Infant	3.3	3.9 *	2.5
Development of the School Age Child	3.2	3.6 *	2.6
The Public Health Nurse as a Resource	2.9	3.0	2.8
Creating a Safe and Healthy Environment	4.3	4.3	4.3
First Aid	4.0	4.1	3.8
Care of the Ill or Injured Child	3.8	3.9	3.5
Childhood Diseases	3.0	2.9	3.1
Building the Child's Self Concept	4.5	4.3 *	4.9
Child Abuse and Neglect	3.8	3.9	3.6
Children in Families with Separation, Divorce, Physical and Emotional Disturbances	3.9	3.8	4.1
Identifying and Caring for the Child with Special Needs	3.8	3.7	3.8
Sleeping, Eating and Toilet Training	3.1	3.4 *	2.6
Discipline and Guidance	4.3	4.2	4.4
Choosing Toys, Books, Music and Other Activities	3.6	3.3 *	3.9
Children's Play as a Learning Experience	4.0	3.7 *	4.4
Room Arrangement	2.8	2.5 *	3.3
Relationships with Parents	3.9	3.7	4.1
Parental Roles and Responsibilities	3.9	4.0	3.7
Preparing, Serving, and Planning Nutritious Meals and Snacks	3.6	3.9 *	3.1
Observing, Recording, and Evaluating Behavior	3.2	2.9 *	3.6
Planning and Organization	3.4	2.9 *	4.1
Activities and Daily Schedule	3.6	3.3 *	4.0
Resources - Community, State and National	3.0	2.8	3.3
S.R.S. - Who, What, Why and How	3.0	2.9	3.2
Health & S.R.S. Required Records	3.2	3.1	3.4
Working with Boards: Community	2.5	2.2 *	2.8
Maintaining Children's Records	3.0	2.8	3.1
Financial Recordkeeping	3.0	3.2	2.6
Insurance and Taxes	3.1	3.4 *	2.7
Inexpensive Homemade Toys	3.3	3.2	3.5
Tips for Buying Equipment and Toys	3.1	2.9	3.2
The Day Care Professional (Self-improvement)	4.0	3.6	4.4

The topics given the ten highest priority ratings by the sample of child care center providers are:

Development of the Preschool Child	The Day Care Professional (Self-Improvement
Creating a Safe & Healthy Environment	Building the Child's Self Concept
Children in Families with Separation Divorce and Physical and Emotional Distrubances	Discipline and Guidance
Relationships with Parents	Children's Play as a Learning Experience
Activities and Daily Schedule	Planning and Organization

Table Four gives the average priority ratings for each topic by SRS area within the state. Due to the great variation in the number of responses received from the SRS areas statistical analysis and interpretation of the differences in the ratings will not be discussed in detail. There are variations in the priorities which appear to be due in part to prior training and these indications should be considered when scheduling future training in these locations.

Table Four about here

Section Two - Agency Staff Responses

Surveys were sent to approximately 210 S.R.S and H&E staff members who were involved in supervison and licensing of child care facilities in the state of Kansas. One hundred and twenty respones were received in time for includsion in this analysis and report. Nine responses did not give agency affiliation and the remaining 111 represented 72 S.R.S. and 39 H& E staff members. All 17 S.R.S areas are represented in the responses received from agency staff.

The respondents report having been working with child care providers for an average period of 4.6 years ranging from less than a year to 21 years. They represent a diversity of responsibilities including licensing centers,

homes and relative care; adult services; foster placements; family services; public health; supervisory responsibilities and one respondent indicated "everything". About half reported that their agency had been a sponsor for a training workshop for day care providers (45%) and about one-quarter said they served as a workshop leader (24%). On the average they estimated that their area had 30 day care homes, 3 small centers, 9 large centers and 7 homes where care is provided by a relative of the children.

With respect to training for new applicants, employees and other paraprofessionals 55% felt a training program should be 3 hours or less and 34% felt 6 hours or more would be beneficial. Sixty-two percent of the respondents felt the family day care homes had the greatest need for training with relative homes second (25%), and child care centers third (14%). In contrast rating of responses to the question of which groups would be most eager to participate in training indicated the center staff to be most eager followed by the family and then the relative providers.

Questions about the use of a day care training system within the S.R.S. areas yielded an average loan rate to child care groups of approximately twelve times per year or four times the reported present frequency of organized group training for child care providers. Individual consultation with child care providers was estimated at an average of 19 times per year.

If a training system were available the respondents indicated an almost weekly use of the system with a variety of groups in the state. The respondents indicated a preference for a combined group and individual format (65%) with the group presentation format being recommended by 29%. Six percent wished to rely exclusively on individual consultation as the means for providing day care training. The most common response to the questions pertaining to special considerations needed for planning training for paraprofessional child care providers and employees was "no response". The time and content were seen as pertinent as was previous training and

education to a more limited extent. Only 7% indicated substitute child care for family and relative providers to be a special consideration. Table Five gives the responses to the question of what day of the week and what time of the day would be most convenient for day care providers to meet.

Table 5

Day of Week		Time of Day	
Monday	21%	Morning	13%
Tuesday	22%	Afternoon	18%
Wednesday	13%	Evening	47%
Thursday	20%		
Friday	10%		
Saturday	24%		

Table Five indicates Monday, Tuesday, Thursday and Saturday to be the most convenient days of the week for a meeting of day care providers which is consistent with the responses of child care providers. The providers also agree with the agency staff in their perception of evenings as the most convenient times for child care training workshops. Agency staff members were asked "Do you think the day care providers you are involved with perceive that their needs are vastly different than what you perceive them to be?" Fifty-one percent of the agency respondents said "no" and 49% said "yes" indicating some expected differences in perception between agency staff and providers. Another concern is joint training sessions for family day care home and child care center providers. This time the agency staff agreed closely with the providers when 58% of the agency respondents indicating joint training to be feasible and 42% saying joint training would not be feasible. The dividion of opinion on this question is shared by both providers and agency staff.

In preparing the day care training system an assessment of existing resources was considered important. Table Six presents estimates of

availability of audio-visual equipment were obtained from the needs assessment.

Table 6

Audio-Visual Equipment Accessible to S.R.S and H&E Staff for Training

Equipment	Percent Indicating Accessibility
Slide projector with Kodak Carousel slide tray capability	43%
Slide projector with Pocket Carousel slide tray capability	23%
Slide projector or viewer with integral audio cassette	23%
Slide projector which can be connected to audio cassette	21%
Filmstrip projector	50%
Filmstrip projector with integral or external connection for cassette player to change frames	17%
Audio cassette tape player	61%
16 mm sound movie projector	59%
8 mm (super 8) sound movie projector	22%
Black and white or color videotape playback machine and monitor which can handle 1/2" or 3/4" video tape	11%

Table Six indicates relatively high availability of 16 mm sound movie equipment, audio cassette players, filmstrip projectors and slide projectors. Since a combination of audio cassette players and slide projectors provide both audio and visual presentation capabilities with less cost than 16 mm sound movies and greater flexibility than filmstrips, the audio-tape/slide format appears to be most useful in the development of a day care training system. Agency staff were also asked about the potential components of a day care training system and their responses were rated for the following components as shown in Table Seven.

Table 7

Potential Components	% Rating of Responses		
	Positive	Neutral	Negative
Filmstrip/slides and audio cassesttes	75%	17%	8%
Trainee Instructional Notebook - looseleaf	81%	18%	1%
Trainer Guide - looseleaf binder	81%	15%	4%

Existing resources (books, materials, etc.) were assessed to determine the needs and depth of needs among the agency staff in the area of child care support and training. The respondents indicated a lack of available resources including: 39% indicating no books, 24% indicating no pamphlets, 70% indicating no films, and 82% indicating no slides as being available at their offices. In addition, 68% indicated the absence of an on-going series of workshops with which a day care training system would be coordinated. Thirty-two percent did indicate the presence of an on-going setires of workshops with which the day care training should be coordinated.

Agency staff were asked to rate the list of thirty-three possible areas of need for child care training. A five point scale of priority ranging from 1=lowest priority to 5=highest priority was used for the staff as it had been for the providers. In addition, the agency staff was asked to make separate ratings for the perceived needs of center providers and for their perceptions of the training needs of family or relative providers. The average priority ratings by the agency staff members for center and for family providers are given in Table Eight for all agency personnel responding to the survey.

Table 8 about here

The ten highest rated priorities for child care training for <u>child care center providers</u> are in the following areas:

TABLE 8

PERCEPTIONS OF CHILD CARE TRAINGING PRIORITIES

State-wide Agency S.R.S. and H & E Data

	Center Providers	Family or Relative Providers
Development of the Preschool Child	4.0	4.2
Development of the Infant	2.5	3.9
Development of the School Age Child	2.7	3.1
The Public Health Nurse as a Resource	3.1	3.2
Creating a Safe and Healthy Environment	3.8	4.0
First Aid	3.9	4.1
Care of the Ill or Injured Child	3.5	3.7
Childhood Diseases	3.0	3.0
Building the Child's Self Concept	4.3	4.4
Child Abuse and Neglect	4.0	4.1
Children in Families with Separation, Divorce, Physical and Emotional Disturbances	4.1	4.0
Identifying and Caring for the Child with Special Needs	3.7	3.4
Sleeping, Eating, and Toilet Training	2.6	3.3
Discipline and Guidance	3.8	4.3
Choosing Toys, Books, Music and Other Activities	2.9	3.5
Children's Play as a Learning Experience	3.2	3.7
Room Arrangement	2.2	2.1
Relationships with Parents	3.3	3.4
Parental Roles and Responsibilities	3.2	3.5
Preparing, Serving, and Planning Nutritious Meals and Snacks	3.1	3.6
Observing, Recording, and Evaluating Behavior	3.4	2.9
Planning and Organization	3.2	3.2
Activities and Daily Schedule	2.8	3.3
Resources - Community, State and National	2.8	2.6
S.R.S. - Who, What, Why and How	3.0	3.1
Health & S.R.S. Required Records	3.4	3.6
Working with Boards: Community	2.8	1.8
Maintaining Children's Records	3.2	3.2
Financial Recordkeeping	2.9	2.9
Insurance and Taxes	2.8	2.9
Inexpensive Homemade Toys	2.5	3.3
Tips for Buying Equipment and Toys	2.7	2.6
The Day Care Professional (self-improvement)	3.7	4.0

Building the Child's Self Concept

Child Abuse and Neglect

Development of the Preschool Child

Creating a Safe & Healthy Environment

Identifying and Caring for the Child with Special Needs

Children in Families with Separation, Divorce, Physical and Emotional Distrubences

First Aid

Discipline and Guidance

The Day Care Professional (Self-Improvement)

Care of the Ill or Injured Child

The ten highest rated priorities for child care training for family day care home and relative providers are in the following areas:

Discipline and Guidance

First Aid

The Day Care Professional (Self-Improvement)

Children in Families with Separation Divorce, Physical and Emotional Distrubances

Creating a Safe & Healthy Environment

Development of the Preschool Child

Child Abuse and Neglect

Development of the Infant

Care of the Ill or Injured Child

Children's Play as a Learning Experience

Table Nine presents the analysis of child care needs as perceived by agency personnel on a S.R.S. area-by-area basis. As with the provider area analysis, there are too few respondents in some areas for a meaningful statistical analysis. From the table it can be observed that there are variations in perceived needs which should be coordinated with the training to be provided within the state. These variations emphasize the importance of coordinating any training with the local agency personnel to assure the value of the training which is presented.

Table 9 about here

Summary

A day care training needs assessment has been conducted in the State of Kansas by the Day Care Training Systems Project under the direction of

Robert H. Poresky, Ph.D. This research was conducted within the Department of Family and Child Development, College of Home Economics at Kansas State University during the fall of 1977. Both child care providers and supervising agency personnel responded to the needs assessment survey with over two hundred surveys being returned representing all 17 S.R.S. areas within the state. The results of the survey indicate a need for resources and training for child care providers in the state including family day care homes, relative providers and child care center providers. Eight-eight percent of the providers who returned surveys indicated interest in attending a workshop for child care providers. Providers and agency personnel rated the following topics as most important:

The Day Care Professional

Discipline and Guidance

Children in Families with Separation, Divorce, Physical and Emotional Disturbances

Child Abuse and Neglect

Building the Child's Self-Concept

First Aid

Creating a Safe and Healthy Environment

Development of the Preschool Child

Children's Play as a Learning Experience

Identifying and Caring for the Child with Special Needs

Relationships with Parents

Parental Roles and Responsibilities

Preparing, Serving, and Planning Nutritious Meals and Snacks

Planning and Organization

Activities and Daily Schedule

Table 4

Preceived Priorities for Child Care Training -- Provider Data

(1=lowest priority, 3=moderate priority, 5=highest priority)

S.R.S. Area	Respondents	Development of the Preschool Child	Development of the Infant	Development of the School Age Child
Chanute	6	4.3	3.5	3.3
Emporia	3	4.3	3.0	3.0
Garden City	7	5.0	4.0	4.0
Hays	7	4.7	3.6	3.6
Hiawatha	2	4.3	4.0	4.3
Hutchinson	8	5.0	4.0	3.5
Junction City	9	3.9	1.9	2.2
Kansas City	5	4.6	3.4	3.0
Olatha	7	4.7	3.9	3.6
Osawatomie	3	4.7	3.0	2.3
Parsons	2	3.0	3.0	2.0
Pittsburg	3	4.3	4.0	3.0
Pratt	7	4.4	3.6	3.6
Salina	4	4.0	3.0	2.5
Topeka	17	4.2	2.8	3.1
Wichita	14	4.6	3.2	3.1
Winfield	2	5.0	5.0	4.5
State Average	106	4.4	3.3	3.2

Public Health Nurse as a Resource	Creating a Safe and Healthy Environment	First Aid	Care of Ill or Injured Children	Child-hood Diseases
2.7	4.7	4.0	3.7	3.3
3.0	3.7	3.7	3.0	3.0
3.7	5.0	3.9	3.6	3.0
3.9	4.1	4.1	4.3	4.0
4.0	5.0	4.3	4.3	2.0
3.0	4.5	4.5	3.7	3.0
3.0	4.1	3.9	3.4	2.6
2.6	4.2	3.4	3.8	2.6
2.6	4.3	4.3	3.9	2.4
2.3	4.3	4.3	3.0	3.0
3.0	3.0	2.0	2.0	2.0
4.3	4.3	5.0	5.0	4.0
3.3	4.4	4.1	4.1	3.3
2.3	4.0	4.5	4.5	2.5
2.2	3.8	3.8	3.8	3.0
2.7	4.6	3.6	3.6	3.3
3.0	4.5	4.0	4.0	4.0
2.9	4.3	4.0	3.8	3.0

Table 4 (Continued)

Perceived Priorities for Child Care Training

(1=lowest priority, 3=moderate priority,

S.R.S. Area	Respondents	Building the Child's Self Concept	Child Abuse and Neglect	Children in Families with Separation
Chanute	6	4.7	4.7	4.7
Emporia	3	4.3	3.0	3.7
Garden City	7	4.4	4.4	3.3
Hays	3	4.4	3.3	3.0
Hiawatha	2	4.0	4.0	4.0
Hitchinson	8	4.5	3.7	4.0
Junction City	9	4.7	3.7	4.7
Kansas City	5	4.6	3.4	3.8
Olatha	7	4.6	4.0	4.3
Osawatomie	3	5.0	4.3	3.0
Parsons	2	3.0	3.0	3.0
Pittsburg	3	5.0	5.0	3.0
Pratt	7	4.4	3.9	4.1
Salina	4	4.5	3.5	5.0
Topeka	17	4.6	3.8	4.0
Wichita	14	4.5	3.5	3.6
Winfield	2	5.0	3.5	3.5
State Average	106	4.5	3.8	3.9

-- Provider Data (Continued)

5=highest)

Identifying and Caring for the Child's Spec. Nds.	Sleeping Eating and Tiolet Training	Discipline and Guidance	Choosing Toy, Books and Other Activitities
3.7	3.7	4.7	3.5
3.0	2.3	3.7	2.3
3.6	3.2	4.4	3.9
3.7	3.2	4.1	4.4
3.0	3.0	4.0	3.0
3.7	3.5	4.5	3.7
4.8	2.5	4.6	3.7
3.0	2.6	3.8	3.4
3.1	3.4	4.0	3.3
3.7	3.7	3.7	5.0
3.0	4.0	3.0	4.0
5.0	3.7	5.0	3.0
4.4	3.9	4.7	4.4
4.5	1.5	4.5	3.5
3.6	2.5	4.2	2.9
3.7	3.1	4.4	3.7
3.5	3.0	3.5	4.0
3.8	3.1	4.3	3.6

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Table 4 (continued)

Perceived Priorities for Child Care Training

(1=lowest priority, 3=moderate priority,

S.R.S. Area	Respondents	Play as a Learning Exper.	Room Arrange-ment	Relation-ships with Parents	Parental Roles and Responsi-bilities
Chanute	6	4.3	2.7	4.3	4.0
Emporia	3	3.0	3.0	3.7	3.6
Garden City	7	3.6	3.9	4.4	4.1
Hays	7	4.4	3.9	4.1	4.1
Hiawatha	2	4.0	4.0	4.3	5.0
Hutchinson	8	4.5	2.5	4.2	4.7
Junction City	9	4.1	2.5	3.7	4.0
Kansas City	5	4.2	3.0	3.8	3.4
Olatha	7	4.0	2.4	3.6	3.2
Osawatomie	3	4.3	1.7	3.0	5.0
Parsons	2	3.0	2.0	1.0	1.0
Pittsburg	3	3.0	3.0	5.0	5.0
Pratt	7	4.7	3.6	4.4	4.7
Salina	4	4.0	2.5	4.0	4.5
Topeka	17	3.8	1.7	3.8	3.5
Wichita	14	3.9	3.5	3.9	3.3
Winfield	2	5.0	3.5	3.5	3.5
State Ave.	106	4.0	2.8	3.9	3.9

-- Provider Data (Continued)

S=highest priority)

Preparing, Serving, and Planning Nutritions	Observing, Rec. and Eval. Behav.	Planning and Organizing	Activities & Daily Schedule	Resources Comm., State, Nat'l
3.3	3.1	3.8	4.1	2.6
4.3	3.0	3.0	3.0	3.0
3.8	3.6	4.1	3.8	3.8
3.6	2.4	4.1	4.1	3.0
4.0	3.5	4.0	5.0	4.0
3.7	3.2	3.7	3.5	3.2
3.2	3.2	3.2	4.1	3.0
4.2	4.2	3.0	3.4	4.0
4.0	2.4	2.7	2.7	1.5
4.3	3.0	3.0	4.3	1.6
3.0	2.0	2.0	3.0	3.0
4.3	2.0	2.0	2.3	3.0
4.1	3.8	4.1	4.1	3.5
2.5	2.5	2.5	2.5	2.5
3.3	3.3	2.8	2.7	3.1
3.1	3.5	3.7	3.8	2.8
4.0	3.5	4.5	4.0	3.5
3.6	3.2	3.4	3.6	3.0

Table 4 (Continued)

Perceived Priorities for Child Care -- Pro

(1=lowest priority, 3=moderate priority,

S.R.S. Area	Respondents	S.R.S. Who, What, Why, and How	Health and SRS Required Records	Working with Boards Community	Maintaining Children's Records
Chanute	6	3.1	2.3	2.3	2.6
Emporia	3	3.0	3.0	1.6	2.3
Garden City	7	3.8	4.1	3.2	3.8
Hays	7	3.3	3.8	2.4	2.7
Hiawatha	2	4.0	4.0	4.0	4.0
Hutchinson	8	3.5	3.7	2.7	3.2
Junction City	9	3.2	3.0	2.8	2.7
Kansas City	5	3.0	3.4	2.2	3.4
Olatha	7	1.8	2.0	1.8	2.1
Osawatomie	3	2.0	3.0	1.6	3.0
Parsons	2	4.0	4.0	1.0	3.0
Pittsburg	3	4.0	5.0	3.0	5.0
Pratt	7	2.4	2.4	2.1	3.0
Salina	4	3.0	3.5	2.0	2.0
Topeka	17	2.8	2.5	2.5	2.3
Wichita	14	3.6	3.6	2.8	3.5
Winfield	2	3.0	3.0	2.5	3.5
State Ave.	106	3.0	3.2	2.5	3.0

vider Data (Continued)
5=highest priority

Financial Record-Keeping	Insurance & Taxes	Inexpensive Home-made Toys	Tips for Buying & Toys	Equipment	Day Care Professional (Self-Improvement
2.3	3.3	3.3	2.3		4.6
2.3	2.3	3.0	3.0		2.3
3.5	3.5	2.7	3.6		4.4
3.0	3.2	3.8	3.3		4.0
4.3	3.0	2.0	3.6		5.0
3.0	3.0	3.2	3.0		4.4
3.0	3.2	3.4	3.2		4.2
3.0	3.4	3.4	3.4		4.6
2.4	3.2	3.4	2.8		3.2
3.6	3.6	3.0	3.0		4.0
5.0	5.0	3.0	4.0		3.0
3.0	4.0	5.0	4.0		5.0
2.7	2.7	3.0	3.2		4.0
3.0	3.0	4.0	2.0		4.5
2.3	2.5	3.4	2.8		3.5
3.3	3.4	3.2	2.9		3.8
3.5	3.5	4.0	4.0		4.5
3.0	3.1	3.3	3.1		4.0

TABLE 9

Perceived Priorities for Child Care Training - (1=lowest priority, 3=moderate priority, 5=hig

S.R.S Areas	Respondents	Development of the Preschool Child		Development of the Infant		Development of the School Age Child	
		Centers	Homes	Centers	Homes	Centers	Homes
Chanute	5	4.2	4.2	1.5	4.2	4.6	5.0
Emporia	5	3.5	4.6	3.0	4.5	3.0	3.5
Garden City	7	4.3	4.2	2.0	3.0	2.3	1.8
Hays	14	4.3	4.4	2.4	4.0	2.7	3.0
Hiawatha	4	5.0	4.5	1.5	4.5	2.0	2.7
Hutchinson	5	3.0	3.4	3.0	3.0	2.0	2.6
Junction City	10	4.6	4.3	3.0	3.6	2.1	2.7
Kansas City	5	2.8	3.0	2.2	3.4	3.2	1.8
Olathe	2	5.0	2.0	3.0	3.0	3.0	2.0
Osawatomie	3	4.0	5.0	4.0	4.3	2.0	1.6
Parsons	4	3.6	3.0	3.6	3.5	2.3	3.0
Pittsburg	7	3.9	4.0	1.6	3.6	1.6	3.0
Pratt	9	3.5	4.4	1.6	4.2	2.1	3.3
Salina	8	4.0	4.7	2.5	3.5	2.2	3.0
Topeka	8	4.3	4.5	3.6	4.5	4.0	4.2
Wichita	2	5.0	4.0	0.0	5.0	0.0	0.0
Winfield	4	3.2	4.7	3.0	4.0	3.6	4.0
State Average		4.0	4.2	2.5	3.9	2.7	3.1

- Agency Data
hest priority)

Public Health Nurse As Resource		Creating a Safe and Healthy Environment		First Aid	
Centers	Homes	Centers	Homes	Centers	Homes
3.0	4.2	4.2	4.6	3.4	4.2
3.6	4.1	2.7	3.4	4.0	4.2
3.0	2.6	3.6	4.0	3.6	4.0
3.2	3.5	3.7	3.8	3.7	4.1
3.5	3.5	4.7	5.0	5.0	5.0
3.0	2.2	4.5	4.2	4.0	3.8
3.3	3.2	4.5	4.3	4.1	4.1
3.4	2.6	3.4	2.6	4.2	4.2
5.0	4.0	5.0	5.0	3.0	3.0
2.0	2.3	3.0	3.6	3.0	3.6
3.0	3.0	4.3	4.0	3.6	3.0
1.2	1.6	3.0	3.3	3.8	3.6
3.1	3.1	3.2	4.2	3.6	4.2
3.7	4.0	4.0	4.2	4.0	4.2
2.3	3.0	3.6	4.2	4.6	4.5
4.0	3.5	4.0	4.0	4.0	4.0
3.2	4.0	3.2	4.2	4.5	4.5
3.1	3.2	3.8	4.0	3.9	4.1

TABLE 9

Perceived Priorities for Child Care Trainin
(1-lowest priority, 3=moderate priority, 5=

S.R.S. Area	Respondents	Sleeping, Eating and Toilet Training		Discipline and Guidance		Choosing Toys, Books, Music, etc.	
		Centers	Homes	Centers	Homes	Centers	Homes
Chanute	5	2.6	2.6	4.6	4.2	1.4	2.6
Emporia	5	3.0	3.4	3.6	3.6	2.2	2.8
Garden City	7	3.3	4.2	4.1	4.4	3.6	4.2
Hays	14	3.1	3.2	3.1	3.8	2.8	3.1
Hiawatha	4	3.0	3.2	4.2	4.5	3.7	3.5
Hutchinson	5	2.0	3.4	3.7	4.4	3.0	4.2
Junction City	10	2.4	2.9	4.0	4.3	3.1	3.3
Kansas City	5	3.2	2.6	3.8	3.4	3.2	3.8
Olathe	2	3.0	3.0	5.0	5.0	3.0	3.0
Osawatomie	3	2.0	3.0	2.0	4.3	2.0	4.3
Parsons	4	3.0	3.5	3.0	4.0	2.3	3.5
Pittsburg	7	2.4	3.0	4.7	4.6	3.0	2.6
Pratt	9	2.0	3.4	3.9	4.5	2.7	3.9
Salina	8	2.2	2.7	3.2	4.0	2.5	3.5
Topeka	8	2.0	3.7	4.0	5.0	3.0	3.7
Wichita	2	1.0	3.6	2.5	4.0	3.0	3.0
Winfield	14	3.0	3.0	4.5	4.5	3.5	3.7
State Average		2.8	3.3	3.8	4.3	2.9	3.5

g -- Agency Data (Continued)
highest priority)

Play as a Learning Experience		Room Arrangement		Relationships with Parents	
Centers	Homes	Centers	Homes	Centers	Homes
4.2	4.2	1.8	2.2	3.8	3.0
3.4	4.0	1.7	2.4	3.2	3.6
3.6	3.4	2.2	2.4	3.3	3.4
3.1	3.0	2.1	2.0	3.3	3.5
3.7	3.7	2.7	1.7	2.7	3.7
2.5	3.8	1.5	2.6	2.7	3.2
3.4	3.9	2.7	2.2	3.5	3.1
3.4	3.4	2.2	2.6	3.6	3.4
3.0	3.0	3.0	1.0	3.0	3.0
2.0	4.3	2.0	2.3	3.0	3.6
3.0	4.0	2.3	1.5	3.6	3.0
3.5	3.6	1.9	1.6	3.0	3.0
3.3	4.2	2.3	2.1	3.7	3.7
2.7	3.2	2.0	2.0	2.5	2.7
3.3	3.7	3.0	1.7	3.3	3.5
1.0	5.0	3.0	1.0	5.0	3.0
3.0	3.5	1.7	2.2	3.2	3.7
2.3	3.7	2.2	2.1	3.3	3.4

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TABLE 9

Perceived Priorities for Child Care Training
(1=lowest priority, 3=moderate priority, 5=hi

SRS Area	Respondents	Parental Roles and Responsibilities		Preparing, Serving, and Planning Nutrit. Meals and Snacks		Observing, Recording and Evaluating Behavior	
		Centers	Homes	Centers	Homes	Centers	Homes
Chanute	5	3.4	3.0	1.0	2.2	2.6	3.0
Emporia	5	3.4	3.8	2.0	2.4	3.4	4.0
Garden City	7	3.6	3.8	3.5	3.6	3.6	3.0
Hays	14	3.6	3.8	3.4	3.5	2.7	2.8
Hiawatha	4	2.0	2.7	3.5	3.2	3.2	3.0
Hutchinson	5	2.7	2.8	4.2	4.8	3.6	1.0
Junction City	10	3.2	3.2	3.7	3.6	4.2	3.1
Kansas City	5	3.6	4.6	3.4	3.8	3.8	3.0
Olathe	2	3.0	2.0	5.0	4.0	3.0	2.0
Osawatomie	3	4.0	5.0	3.0	3.6	3.0	4.3
Parsons	4	3.6	3.0	3.0	2.5	3.6	2.5
Pittsburg	7	2.7	3.0	2.7	3.6	3.0	2.6
Pratt	9	3.1	3.3	2.4	3.5	3.7	3.3
Salina	8	2.7	3.2	2.7	3.7	2.7	3.2
Topeka	8	2.3	3.5	3.3	4.2	3.6	2.2
Wichita	2	3.0	3.0	0.0	3.0	0.0	0.0
Winfield	4	4.0	4.5	2.7	3.5	3.6	3.6
State Average		3.2	3.5	3.1	3.6	3.4	2.9

-- Agency Data (continued)
ghest priority)

Planning and Organization		Activities and Daily Schedule		Resources - Community, State and National	
Centers	Homes	Centers	Homes	Centers	Homes
1.8	3.4	1.8	2.6	3.0	2.6
3.0	3.5	2.5	3.0	3.2	4.0
3.3	3.8	4.0	3.8	3.5	2.8
3.0	3.0	2.4	2.3	2.5	2.1
3.0	2.0	2.7	3.0	2.5	2.0
4.0	2.2	3.5	3.4	4.0	2.6
3.5	3.2	2.3	3.5	2.3	2.3
4.6	3.0	3.6	4.6	3.2	3.4
3.0	2.0	5.0	4.0	3.0	3.0
2.0	3.6	1.0	3.0	1.0	1.6
3.0	3.0	2.3	2.5	4.3	3.5
3.3	2.6	2.7	2.6	2.1	2.0
3.5	3.7	2.8	3.7	2.3	2.5
2.7	3.2	2.5	3.2	3.0	3.0
3.6	3.2	3.0	4.0	2.3	2.5
3.0	5.0	3.0	5.0	5.0	0.0
3.0	3.6	3.0	3.3	3.7	2.7
3.2	3.2	2.8	3.3	2.8	2.6

TABLE 9

Perceived Priorities for Child Care Training
(1=lowest priority, 3=moderate priority, 5=h

SRS Area	Respondents	S.R.S., Who, What, Why and How		Required Records Health & S.R.S.		Working with Boards -Community	
		Centers	Homes	Centers	Homes	Centers	Homes
Chanute	5	2.6	2.6	1.8	2.2	2.6	1.4
Emporia	5	3.8	4.3	3.8	4.0	3.2	2.5
Garden City	4	2.3	2.6	3.5	4.0	3.0	1.8
Hays	14	2.8	2.8	3.1	3.5	2.9	1.7
Hiawatha	4	2.0	2.5	4.0	4.5	1.7	1.0
Hutchinson	5	3.6	3.5	4.5	3.8	3.2	1.2
Junction City	10	4.6	3.3	4.0	3.6	2.6	1.5
Kansas City	5	3.6	3.4	4.0	4.2	3.8	3.0
Olathe	2	3.0	3.0	3.0	3.0	3.0	3.0
Osawatomie	3	2.0	3.6	2.0	3.6	1.0	1.0
Parsons	4	3.0	3.0	2.3	2.0	2.3	2.0
Pittsburg	7	2.7	2.6	2.7	2.3	2.1	1.3
Pratt	9	3.2	3.2	3.0	4.0	2.9	2.0
Salina	8	2.7	2.7	3.5	3.5	2.2	2.0
Topeka	8	3.0	3.0	4.3	3.7	2.3	1.5
Wichita	2	3.0	1.0	3.0	3.0	5.0	0.0
Winfield	4	3.5	3.5	4.0	4.0	3.0	1.6
State Average		3.0	3.1	3.4	3.6	2.8	1.8

-- Agency Data (continued)
ighest priority)

Maintaining Children's Records		Financial Recordkeeping		Insurance and Taxes	
Centers	Homes	Centers	Homes	Centers	Homes
2.6	2.6	2.6	3.0	2.6	2.2
2.2	3.2	2.5	3.2	2.0	3.2
3.0	3.0	3.0	3.0	3.4	2.6
2.7	2.1	2.3	2.4	2.7	2.9
3.5	3.7	2.7	3.0	1.7	3.0
4.7	3.2	5.0	2.5	5.0	3.5
3.1	3.3	3.3	2.8	3.1	2.9
3.2	3.4	3.6	4.2	3.2	3.4
3.0	3.0	3.0	2.0	3.0	3.0
2.0	3.6	1.0	1.6	1.0	1.6
2.3	2.0	2.3	1.5	2.3	1.5
3.0	2.6	2.7	2.3	2.4	2.3
3.3	3.7	3.7	3.5	3.5	3.3
3.0	3.5	1.7	2.5	2.2	2.5
4.0	3.7	3.3	3.5	3.0	3.7
0.0	0.0	5.0	5.0	5.0	5.0
3.6	3.6	3.6	3.3	3.0	4.3
3.2	3.2	2.9	2.9	2.8	2.9

TABLE 9

Perceived Priorities for Child Care Training -- Agency Data (continued)
(1=lowest priority, 3=moderate priority, 5=highest priority)

SRS Area	Respondents	Inexpensive Homemade Toys		Tips for Buring Equipment and Toys		Day Care Professional (self-improvement)	
		Centers	Homes	Centers	Homes	Centers	Homes
Chanute	5	1.4	2.6	1.4	1.8	3.8	3.8
Emporia	5	1.7	4.0	2.2	3.0	4.6	4.0
Garden City	7	3.0	3.6	3.4	3.1	4.2	4.2
Hays	14	2.6	3.0	2.4	2.4	3.3	4.0
Hiawatha	4	3.5	3.7	3.5	2.0	3.7	3.5
Hutchinson	5	5.0	4.0	3.7	2.4	4.5	3.4
Junction City	10	2.9	3.4	2.7	2.6	4.0	4.2
Kansas City	5	3.2	3.0	3.4	3.4	3.8	3.4
Olathe	2	1.0	3.0	3.0	2.0	3.0	3.0
Osawatomie	3	2.0	3.0	2.0	2.3	2.0	3.0
Parsons	4	1.6	3.0	2.3	2.0	2.3	4.0
Pittsburg	7	2.1	3.0	2.1	2.2	4.0	3.6
Pratt	9	2.6	3.5	2.8	3.3	3.4	4.0
Salina	8	2.0	2.2	2.2	2.2	3.7	3.7
Topeka	8	2.6	4.0	3.3	3.0	3.3	4.7
Wichita	2	1.0	5.0	3.0	1.0	3.0	5.0
Winfield	4	3.3	4.0	3.3	3.3	3.7	4.5
State Average		2.5	3.3	2.7	2.6	3.7	4.0

KANSAS STATE UNIVERSITY

Department of Family and Child Development
Justin Hall
Manhattan, Kansas 66506

TO: Providers of Family and Relative Day Care and Center Child Care

FR: Jo Ann Driggers and Robert Poresky
Kansas State University
Day Care Training System Project

RE: Attached Questionnaire

Recently, the State Department of Social Rehabilitation Services contracted with us to develop a resource system for use by child care providers. The system will consist of a manual or text, a slide/cassette system to go with each unit of the manual and a key for the use of these materials. In order to end up with a product that will be the most useful for you, we are asking for your input. We would like to find out where your interests lie and exactly what your needs are. Please take the time to fill out this questionnaire and to add any comments you think might help us in developing these materials.

Because there are so many day care providers in Kansas, we are not able to send questionnaires to every provider. We have randomly chosen several hundred representative providers, of which you are one, to answer the attached questionnaire. That is why not every provider in your area will receive this letter. Your participation and assistance is voluntary and you may skip any question which you feel unable to answer. We would, however, appreciate as complete a response as possible to insure a representative picture of your needs. Your responses will be confidential.

If you have questions you may call your SRS Office or if you prefer, you may call one of us - we'd be happy to talk with you. Thank you for your help.

Kansas State University
in conjunction with
State Department of Social Rehabilitation Services
Day Care Training Needs Assessment
Day Care Training System Project

Instructions: To be completed by family day care providers, child care center providers, and relative providers. Mail completed copy in the self-addressed, stamped envelope provided to Robert Poresky, Department of Family and Child Development, Justin Hall, Kansas State University, Manhattan, Kansas 66506 within seven days.

Purpose:
1. To determine your needs as day care providers.
2. To determine topics you would like to see included in workshop sessions.
3. To develop a day care training system for S.R.S. agency or provider use which will consist of training materials, a key for their use, and resources for use with this system. Your input will have a great deal of influence in the development of this system.

I. GENERAL INFORMATION

1. In what county do you provide child care? _____
Where is your nearest area S.R.S. office? _____

2. For how many years have you provided child care in either a home (relative) or center? _____
_____
_____

3. Have you ever attended a workshop for day care providers? If yes, give approximate date, topic of workshop, and your general impression of the session. _____
_____
_____

4. In what type of child care facility do you work? (check one)

_____ day care home
_____ child care center enrolling fewer than 10 children
_____ child care center enrolling more than 10 children
_____ relative home

If you work in a center are you:

_____ director
_____ unit teacher
_____ aide
_____ other _____
_____

5. Would you be interested in attending a workshop for child care providers? _____

Comments:

How many hours do you think the total program should consist of? (check one)

_____ 3 hours or less
_____ 5 hours
_____ 6 hours
_____ 12 hours or more

6. Which of the following program formats would best suit your needs?

_____ group setting
_____ individual consultation
_____ both
_____ other (please explain) _____

7. What special considerations do you feel need to be made in planning workshops for child care providers such as yourself? _____

_____

_____

8. What day of the week, and hours of the day do you find most convenient to meet? _____

_____

_____

Do you think that this time would be convenient for other child care providers? _____

9. Please estimate your interest in information on the following topics:

1 = Lowest Priority 3 = Moderate Priority 5 = Highest Priority

Development of the Preschool Child	____
Development of the Infant	____
Development of the School Age Child	____
The Public Health Nurse as a Resource	____
Creating a Safe and Healthy Environment	____
First Aid	____
Care of the Ill or Injured Child	____
Childhood Diseases	____
Building the Child's Self Concept	____
Child Abuse and Neglect	____
Children in Families with Separation, Divorce, Physical and Emotional Disturbances	____
Identifying and Caring for the Child with Special Needs	____
Sleeping, Eating and Tiolet Training	____
Discipline and Guidance	____
Choosing Toys, Books, Music and Other Activities	____
Children's Play as a Learning Experience	____
Room Arrangement	____
Relationships with Parents	____
Parental Roles and Responsibilities	____
Preparing, Serving, and Planning Nutritious Meals and Snacks	____
Observing, Recording, and Evaluating Behavior	____
Planning and Organization	____
Activities and Daily Schedule	____
Resources - Community, State and National	____
S.R.S. - Who, What, Why and How	____
Health & S.R.S. Required Records	____
Working with Boards: Community	____
Maintaining Children's Records	____
Financial Recordkeeping	____
Insurance and Taxes	____
Inexpensive Homemade Toys	____
Tips for Buying Equipment and Toys	____
The Day Care Professional (Self-improvement)	____
Other _____	____
Other _____	____
Other _____	____

10. In your opinion, would it be desirable to include both center day care providers and family (relative) day care providers in a joint training project? Please explain your answer. _____

_____

_____

11. Would you be willing and/or able to hold a group (ten or less) meeting in your home? _____

12. The proposed Day Care Training System would probably have the following elements; please give your comment on them.

Filmstrip/slides and audio cassettes: _____

_____

_____

Trainee Instructional Notebook - looseleaf binder: _____

_____

_____

13. When you need resource materials, where do you usually go to get them?

_____ a. SRS

_____ b. Department of Health

_____ c. Public Library

_____ d. Other _____

_____

_____

_____

Are you usually able to find what you want? _____

_____

14. Other comments:

Thank you for your cooperation - your help has been appreciated.

KSU KANSAS STATE UNIVERSITY

Department of Family and Child Development
Justin Hall
Manhattan, Kansas 66506

November 11, 1977

TO: S.R.S Area Chiefs
Area Social Service Supervisors
Social Service Workers
District Health Nurses
County Health Nurses assigned Day Care Regulatory and Consultation functions

FR: JoAnn Driggers and Robert Poresky
Kansas State University
Day Care Training System Project

RE: Attached Questionnaire

As one of the first steps in the development of a day care training system for placement and use in area SRS offices we would like to take this opportunity to request your input. The purpose of the project is to develop and assemble the training system in a manner which would be most useful to you in meeting the training needs of child care personnel including family day care child care enters and relative providers within your area. We would appreciate your taking the time to complete this questionnaire and to provide any comments to help in developing this resource.

Your participation and assistance is voluntary and you may skip any question which you feel unable to answer. We would however, appreciate as complete a response as possible to insure a representative description of training needs. Your responses will be confidential.

Thank you for your assistance.

JD/kt

Enclosure

Driggers/Poresky
November 1977

KANSAS STATE UNIVERSITY

IN CONJUNCTION WITH

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

DAY CARE TRAINING NEEDS AND RESOURCE ASSESSMENT

DAY CARE TRAINING SYSTEM PROJECT

Instructions: To be completed by Area Chiefs of Social Services, Area Social Service Supervisors, Social Service Workers, District and County Health Nurses assigned Day Care Regulatory and Consultation functions. Mail completed copy to JoAnn Driggers, Department of Family and Child Development, Justin 241, Kansas State University, Manhattan, Kansas within 5 days.

Purpose:

1. To determine what you perceive to be the training needs of entry level child caregivers in child care centers, family and relative day care homes.

2. To determine what community and agency resources are available in your area for use by agency or provider staff for training purposes. (rental, loan, or owned)

3. To develop a day care training system for agency or provider use which will consist of training materials, a key for their use, and a manual detailing the procedures for the use of this system. Your input will have a great deal of influence in the development of this system.

4. To determine how agency staff would use such a training system.

I. GENERAL INFORMATION

1. In what county(ies) or area do you provide services for day care providers? _____ Agency represented: _____

2. What is your area of specialization? _____

3. How long have you been working with day care providers? _____

4. Has your agency ever served as a sponsor for a training workshop for day care providers? _____ Have you ever served as a workshop leader? _____ If so, what type of presentation did you give? _____

5. Of the day care providers you work with in your area, how many are in

_____ day care homes
_____ child care centers enrolling fewer than 10 children
_____ child care centers enrolling more than 10 children
_____ homes where care is provided by a relative

6. In general, do you feel new applicants, employees and other paraprofessionals are interested and would be benefited by a training program of: (check one)

_____3 hours or less
_____5 hours
_____6 hours
_____12 hours or more

7. Would one of the child care groups (center day care or family or relative day care home) be more eager to participate in such training? If so, tell what group and why._____

_____

8. Which group do you feel has the greatest need?_____

9. If a training kit were available within your area, how many times during the year would you anticipate loaning it for use by the following:

_____Center providers
_____Child Care Associations
_____Day Care Home Providers
_____High School classes
_____Parent groups
_____Other (please explain)_____

10. If the training kit were available within your area could a SRS staff member oversee the use of the training materials?

_____Always
_____Generally
_____Never

11. How often do you presently offer organized, group training for child care providers?

_____times per year

12. How often do you work with child care providers on an individual basis?

_____times per year

Describe the type of training you provide_____

_____

13. Based on questions 11 and 12, how do you feel the Day Care training should be organized?

_____for group presentation
_____for individual consultation
_____both
_____other (please explain)_____

14. What special considerations need to be made in planning training for para-professional child care center providers and employees?_____

_____

15. What special considerations need to be made in planning training for family and relative day care providers?_____

_____

16. From your past experience, what day of the week, and hours of the day do you find most convenient for day care providers to meet?_____

_____

17. Please estimate the relative degree of need for a training system to assess the following areas:

1=Lowest Priority 3=Moderate Priority 5=Highest Priority

	Center Providers	Family or Relative Providers
Development of the Preschool Child	_____	_____
Development of the Infant	_____	_____
Development of the School Age Child	_____	_____
The Public Health Nurse as a Resource	_____	_____
Creating a Safe and Healthy Environment	_____	_____
First Aid	_____	_____
Care of the Ill or Injured Child	_____	_____
Childhood Diseases	_____	_____
Building the Child's Self Concept	_____	_____
Child Abuse and Neglect	_____	_____
Children in Families with Separation, Divorce, Physical and Emotional Distrubances	_____	_____
Identifying and Caring for the Child with Special Needs	_____	_____
Sleeping, Eating, and Toilet Training	_____	_____
Discipline and Guidance	_____	_____
Choosing Toys, Books, Music and Other Activities	_____	_____
Children's Play as a Learning Experience	_____	_____
Room Arrangement	_____	_____
Relationships with Parents	_____	_____
Parental Roles and Responsibilities	_____	_____
Preparing, Serving, and Planning Nutritious Meals and Snacks	_____	_____
Observing, Recording, and Evaluating Behavior	_____	_____
Planning and Organization	_____	_____
Activities and Daily Schedule	_____	_____
Resources - Community, State and National	_____	_____
S.R.S. - Who, What, Why and How	_____	_____
Health & S.R.S Required Records	_____	_____
Working with Boards: Community	_____	_____
Maintaining Children's Records	_____	_____
Financial Recordkeeping	_____	_____
Insurance and Taxes	_____	_____
Inexpensive Homemade Toys	_____	_____
Tips for Buying Equipment and Toys	_____	_____
The Day Care Professional (self-improvement)	_____	_____
Other_____	_____	_____
Other	_____	_____

18. Do you think the day care providers you are involved with perceive that their needs are vastly different than what you perceive them to be? If so, please explain how._____

_____

_____

19. In your opinion, would it be feasible to include both center day care providers and their employees and family (relative) day care providers in a joint training project? Please explain your answer._____

_____

_____

_____

20. Since the training system is intended to be multimedia, does your office have access to the following equipment? (yes or no)

_____Slide projector which can handle Kodak Carousel slide trays

_____Slide projector which can handle Pocket Carousel slide trays

_____Slide projector or viewer with integral audio cassette which can change slides automatically

_____Slide projector and cassettee player which can be connected so as to change slides automatically

_____Filmstrip projector

_____Filmstrip projector with integral or external connection for cassette player

_____Cassette tape player

_____16 mm sound movie projector

_____8 mm (super 8) sound movie projector

_____Black and white or color videotape playback machine and monitor (TV) which can handle either 1/2 inch reel or video cassette (3/4") (Specify type_____)

If you have any other audio-visual equipment that might be used please list_____

_____

_____

21. Suggest facilities (preferably free) you have available in your area for group meetings? (Give location and maximum attendence capacity)_____

_____

_____

22. The projected Day Care Training System would probably have the following elements; please give your comment on them.

Filmstrip/Slides and audio cassettes:_____

_____

_____

22. continued

Trainee Instructional Notebook - looseleaf binder:_____

_____

_____

Trainer Guide - looseleaf binder:_____

_____

_____

23. The proposal for the Day Care Training System suggested the utilization of an average two workshops on child care to be presented in each SRS area as a way to pretest the system during its development. Do you have an on-going series of workshops or other child care training with which such workshops should be coordinated?_____

_____

_____

24. What resources on child care does your office presently have?

Books_____

_____

_____

Pamphlets_____

_____

_____

Slides_____

_____

_____

Films_____

_____

_____

Other_____

_____

_____

25. If training were available, how many times per year would you anticipate using the System with the following:

___new social workers
___public health nurses
___new family day care providers
___new center providers
___parent groups
___church groups
___established child care centers
___established day care homes
___other_____
___other_____

26. Comments:

Is there someone else in your office or community who should receive this questionnaire? Please feel free to let us know and a copy will be mailed. In the near future, we will be mailing a similar questionnaire to day care providers. Would you please give the names and addresses of 2 providers in your area who you think would be willing to complete such a questionnaire?